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ABSTRACT

This workbook is one of six professional development manuals designed to help new adult education (AE) instructors find their personal philosophy of teaching adult students. The pretest and post-test appear first. Five units provide useful information on five diverse topics developed by leading (AE) experts and experienced (AE) instructors. Each begins with a list of objectives. Unit 1 describes the relationship among the state, AE provider, and teacher; how statewide standards and curriculum frameworks are set; and current trends in AE funding. Unit 2 provides information on demographics of the "typical" AE classroom and impact of student diversity on student success and instructional methodologies. Unit 3 describes AE classroom components: open-entry/open-exit enrollment, self-paced learning, teacher accountability, and competency-based assessment. Unit 4 identifies common challenges encountered by new part-time instructors, such as lack of colleague interaction and isolation from the mainstream of full-time instructors; presents possible solutions or approaches; and explores how new instructors can access institutional resources. Unit 5 provides guidance on how to create a high-quality classroom using Total Quality Management, Total Quality Learning, instructor restructuring, team approach, and learning tools. It explores how to sustain high-quality instruction in the nontraditional AE classroom in the context of a one-on-one, self-paced instructional environment. Pretest and posttest answer keys, instructor self-evaluation, and student evaluation are appended. (YLB)

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ED 430 099

Florida Community College at Jacksonville

The Philosophy of Teaching Adult Students

PROFESSIONAL DEVELOPMENT MANUAL II

1998

CE 077 577

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1998

THE PHILOSOPHY OF TEACHING ADULT STUDENTS

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FOREWORD

As educators working with adult basic education, GED, and adult high school students, you will find that your personal ***PHILOSOPHY OF TEACHING ADULT STUDENTS*** is affected by many factors. This workbook gives you useful information on five diverse topics developed by leading adult education experts and experienced adult education instructors.

Unit I: Statewide Framework of Adult Education

Statewide Framework of Adult Education describes the relationship between the State, the adult education provider, and the teacher, and shows how the Florida Department of Education sets the statewide standards and curriculum frameworks for educational agencies. Current trends in adult education funding, such as workforce development, performance-based funding, jobs and education partnerships, and welfare reform, are also discussed.

Unit II: Characteristics of Adult Learners in Literacy Programs

Characteristics of Adult Learners in Literacy Programs will give you valuable insight into the demographics of the "typical" adult education classroom. It will help you to understand the impact student diversity has on student success and our instructional methodologies.

Unit III: Adult Education Classroom

Adult Education Classroom describes its components: open-entry/open-exit enrollment, self-paced learning, teacher accountability, and competency-based assessment. The instructor's teaching philosophy will shape the educational experience of adult students in our classrooms. Also, our teaching philosophy will empower adults to be successful learners.

Unit IV: Adjunct Experience

Adjunct Experience will identify common challenges encountered by new part-time instructors. The lack of colleague interaction and isolation from the mainstream of full-time instructors will be addressed by the presentation of possible solutions or approaches that an

instructor and an institution might initiate. Also, how new instructors can access institutional resources for themselves and their students will be explored.

Unit V: Creating Quality in the Adult Education Classroom

Creating Quality in the Adult Education Classroom provides guidance on how to create a quality classroom using Total Quality Management (TQM), Total Quality Learning (TQL), instructor restructuring, team approach, and learning tools. Also, how to sustain quality instruction in the non-traditional adult education classroom is explored in the context of a one-on-one, self-paced instructional environment. These methods will enable you to enhance the quality of instruction in your adult education classroom.

We hope this workbook will be of assistance to you in your professional endeavors. With your support and direction, your students will achieve their goal to be successful students.

QUALITY PROFESSIONAL DEVELOPMENT

THE PHILOSOPHY OF TEACHING ADULT STUDENTS

PRE-TEST

Name: _____ **Date:** _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1 Over the last 35 years, the number of persons without a high school diploma in Florida decreased by:

a. 31.4%
b. 4.5%
c. 15.2%
d. 41.0%

2 Nationally, what percent of new ABE students are receiving public assistance?

a. 71.0%
b. 23.0%
c. 47.3%
d. 31.0%

3 When using Quality techniques and principles in the classroom, all of the following are true **except**:

a. Students are customers whose quality requirements you must satisfy in order to succeed.
b. The student customer is always right.
c. Empowerment means everyone has the authority to change the process to meet customer needs.
d. Teamwork requires that information needed for analysis is held by the team members who work with the process.

4 In a paradigm shift

a. The people who have authority over a process are the ones to identify a radically new way of doing business.

b. A pair of dimes is moved from one location to another
c. The old rules are thrown away and new rules become accepted
d. People generally are convinced by data that the new rules will work

5. Which item is **not** directory information under the Family Educational Rights and Privacy Act of 1974?

a. address
b. date and place of birth
c. GPA
d. dates of attendance
e. weight and height

6. The purpose of the adult education curriculum is to be used as:

a. a framework for instruction
b. a resource to assist the teacher in teaching strategies
c. a guide to determine if competencies or performance standards are achieved in the learning process
d. all of the above

7. The faculty member is responsible for teaching the curriculum that has been provided by their institution of learning which may have been written by:

a. an Adult Studies faculty member
b. the publisher utilized in the classroom
c. the curriculum services of the institution
d. the State Department of Education
e. all of the above

8. All of the following **except** one are teaching competencies essential to empowering adult students:

a. knowledge of the Uniform Adult Education Curriculum
b. one-on-one and group teaching competencies
c. ability to read and interpret adult student assessment results
d. skills and competencies in advising students in college credit programs

QUALITY PROFESSIONAL DEVELOPMENT

THE PHILOSOPHY OF TEACHING ADULT STUDENTS

POST-TEST

Name: _____ **Date:** _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. In 1995, what percent of adults in Florida did not possess a high school diploma?

   a. 47.6 %
   b. 33.3 %
   c. 25.8 %
   d. 57.0 %

2. The percent of new ABE students who do not receive public assistance is

   a. 23.0 %
   b. 77. 0%
   c. 36. 0%
   d. 49. 0%

3. Which item is **not** directory information under the Family Educational Rights and Privacy Act of 1974?

   a. weight and height
   b. dates of attendance
   c. date and place of birth
   d. GPA
   e. address

4. When using Quality techniques and principles in the classroom, all of the following are true **except:**

   a. Teamwork requires that information needed for analysis is held by the team members who work with the process.
   b. Empowerment means everyone has the authority to change the process to meet customers' needs.

c. Students are customers whose quality requirements you must satisfy in order to succeed
d. The student customer is always right

5. In a paradigm shift

a. the old rules are thrown away and new rules become accepted
b. a pair of dimes are moved from one location to another
c. the people who have authority over a process are the ones to identify a radically new way of doing business
d. people generally are convinced by data that the new rules are going to work

6. The faculty member is responsible for teaching the curriculum that has been provided them by their institution of learning which may have been written by:

a. the State Department of Education.
b. the publisher utilized in the classroom.
c. a departmental faculty member.
d. the curriculum services of the institution.
e. all the above

7. The purpose of the Adult Education curriculum is to be used as

a. a guide to determine if competencies or performance standards are achieved in the learning process.
b. a framework for instruction.
c. a resource to assist the teacher in teaching strategies.
d. all the above

8. An adult education adjunct instructor can help empower adult students by

a. developing and implementing learning activities that students can master.
b. utilizing the experiences and skills that students bring to the classroom to reinforce learning.
c. recognizing that non-teaching skills, such as "bonding" with students and sharing their triumphs, are important.
d. all of the above

UNIT I: STATEWIDE FRAMEWORK OF ADULT EDUCATION

THE LEARNER WILL BE ABLE TO:

- ✓ **Comprehend the roles of the state, adult education providers (public and private agencies), and the adult education teacher in relation to one another.**
- ✓ **Understand the future direction of our state's adult education programs.**

NEW YEAR'S RESOLUTION: TELL THE FACTS AS WELL AS THE STORIES

By Jean H. Lowe, Director, GED Testing Service
GED Items, January/February 1995

Across the United States, adult educators are uncertain about the future for their programs, their students, and themselves. Will adult education programs as we know them survive? What will be the impact of the new federal budget? Will block grants remake the delivery systems now in place? How can adult education produce genuine, lasting learning gains? How can programs get the texts and computer materials they need to be effective?

If the answers that we give to these questions are to be convincing, we must not only tell stories, but also provide facts supporting our claims. Conventional Washington wisdom holds that for decision makers in Congress to support proposed legislation, they must appreciate the human impact of the expenditures they are asked to make. But they also want, need, and deserve reliable data and statistics which prove to them that the human element of the story is true

In the past, we have been high on sentiment and student appreciation and low on facts and documentation. In protecting adult education students from what we may have perceived as unfair external pressure to succeed quickly, we have neglected to justify the need for substantive instruction. In our pride over what we've accomplished, often against great odds, we have failed to make the case that we need better materials, training, and support. We have not thoroughly examined the societal impacts of our programs, assuming instead that these outcomes are as obvious to everyone else as they are to us. Now we have solid research evidence. We should use it.

Two years ago, when Educational Testing Service (ETS) completed the National Adult Literacy Survey (NALS) for the U.S. Department of Education, the nation got its first view of how strongly one's level of literacy proficiency relates to one's performance on a range of variables. The NALS documented the correlation between literacy proficiencies and achievement of success in employment, getting off welfare, postsecondary education, even health and voter participation. These are strong correlations. I recall ETS's Irwin Kirsch saying that the relationship between earnings and literacy is stronger than the link between earnings and either race or gender.

For the first time, there is sound data about the relationship between earning passing scores on the GED Tests and literacy proficiencies as measured on the NALS scales. While the GED Tests certify an individual's knowledge and skills, the tests also help to define goals that, for many adults, promote professional and academic development. The impact of this phenomenon has been wide and varied. GED graduates are successful leaders in every field--military and government service, entertainment, law, social welfare, business, education, and academic research. But when we fail to provide our audiences with the facts along with those familiar stories of personal achievement, we neglect to inform adequately and to influence responsibly.

The message of the new NALS-GED comparison study is crying to be heard. The readers of GED Items must help us to spread the word. I hope that you will make a New Year's

resolution along with us at the GED Testing Service. Tell the whole story of adult education and the GED.

PROGRAM IMPROVEMENT AND ACCOUNTABILITY

In the mid-1990's our State legislature issued a strong challenge representing the public's demand for wise, accountable, cost-effective delivery of adult education programs. To maintain a continuation of the funding to serve our adult education population, teachers in the State educational system are being called on to provide statistical proof of the effectiveness of their programs. This is why Florida Community College at Jacksonville (FCCJ) implemented the Student Success Tracking System (SSTS). This tracking project, funded through a Florida Department of Education, Division Workforce Development, 353 Special Demonstration Grant, has been tested in counties throughout Florida.

In recent years, many studies at the state and federal levels have investigated employers' workforce needs and the skills needed for high school graduates to enter the workforce. They have reported that an increase in skill levels required of workers is due to the globalization of the economy and the growth of technology. These studies determined that students coming out of school are ill-prepared for entering the workforce. *Blueprint 2000*, passed by the Florida legislature in 1991, was Florida's response to state and national educational concerns.

FLORIDA'S EDUCATION GOALS

The seven state goals set forth in *Blueprint 2000* are:

Goal 1: *Readiness to Start School*

Communities and schools collaborate to prepare children and families for children's success in school.

Goal 2: *Graduation Rate and Readiness for Postsecondary Education and Employment*

Students graduate and are prepared to enter the workforce and postsecondary education.

Goal 3: *Student Performance*

Students successfully compete at the highest levels nationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Goal 4: *Learning Environment*

School boards provide a learning environment conducive to teaching and learning.

Goal 5: *School Safety and Environment*

Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.

Goal 6: *Teachers and Staff*

The schools, districts, and state ensure professional teachers and staff.

Goal 7: *Adult Literacy*

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 3 of *Blueprint 2000* deals with student performance. Some Goal 3 objectives call for defined performance standards and outcomes for students, the establishment of minimum exit-level skills for students, and performance expectations for assessing adequate progress. Assessment of every student is basic to these objectives.

Goal 3 also requires exit skills to be the same for those who will be entering postsecondary training as for those entering the workforce. This has resulted in many accountability initiatives, such as benchmark statements and diverse assessment measurements, to evaluate student performance.

The 1991 Indicators of Program Quality federal legislation amended the National Literacy Act. It required adult education programs to identify and adopt nine indicators that determine the effectiveness of adult education programs. So, software databases (similar to the Student Success Tracking System) will now be used to track and report student performance.

FCCJ's Student Success Tracking System is an example of a system that satisfies state accountability requirements by recording information for seven of the program quality indicators. *Blueprint 2000* established broad goals for literacy, such as Goal 7 that states schools must be held accountable for achieving adult literacy in Florida. Standard 1 under Goal 7 states that adult Floridians must have mastered the student performance standards and outcomes identified in Goal 3. The Indicators of Program Quality are very specific in listing what must be done in adult education programs to receive continued funding.

Previously, adult education programs received funding for every student enrolled. Now, with welfare reforms and block grants, the move is to performance-based funding, where funding is tied to student accomplishments, such as the numbers and percentages of students enrolled who have completed a program or moved to higher level skills.

In addition, two 1997 Florida State Senate Bills (SB 458 and 1688) are also attempting to address these diverse challenges to adult education (please see the QPD addendum on these legislative changes to be available in 1998-99).

Finally, these reforms are necessary and reasonable. We need to be accountable and to demonstrate what we have accomplished. Part of the solution lies in effective student testing, recordkeeping, and reporting to validate our claims that we have effective teaching programs.

LEGISLATIVE ACTS

The Job Training Consolidation Act of 1995 was enacted because of the following findings:

- 154 federal employment training programs

- administered by 14 different federal agencies
- $25,000,000,000 annual cost
- insufficient performance data to know if programs are effective
- no single, coherent policy for federally funded employment training for the past 30+ years
- scarce resources used to pay overlapping administrative costs could be diverted to serve those entering the workforce, gaining basic skills, or retraining for new jobs

Source: 104th Congress, Senate Bill 143, Title II, Section 201

The 1995 Workforce Development Act and other legislation proposed to establish a SINGLE, UNIFIED SYSTEM of job training and training-related activities by consolidating numerous federally funded state and local workforce development programs. The three population groups that will be effected by these legislative measures are adults, special populations and youth.

Finally, the cultural myths that undermine effective public policy for adult literacy education need to be addressed through research. This would enable us to track the effects of adults' education on their children's educational success. It would also enable these legislative acts to become successful public policy. Finally, please see the following article by Dr. Sticht on these issues.

BRIDGING PRACTICE AND POLICY BY RESEARCH IN ADULT LITERACY EDUCATION[1]

By Thomas G. Sticht

Many of the same people who want to reform education to get parents more involved in their children's education are talking about pouring billions of dollars into preschool and primary grade education, while at the same time they talk about (and, indeed have already taken actions) gutting education and training programs for the children's parents, particularly if they happen to need welfare assistance or some other type of retraining. For instance, the National Workplace Literacy Program that brought basic skills education to hundreds of thousands of parents in the workplace has been canceled in favor of block grants to states.

Yet there is compelling evidence to argue that one of the best ways to reform education for children in the schools is to provide more and better education to their parents, including those on welfare. In this brief article, I will first address some of the cultural beliefs that I think have undermined interest in and funding for adult literacy education. Then I will discuss the intergenerational aspects of adult's education on children's educational achievement. Finally, I will give an example of a policy-oriented message that colleagues and I in the San Diego Consortium for Workforce Education and Lifelong Learning (CWELL) have formulated and disseminated to policy makers to illustrate one example of an attempt to bridge practice and policy by research.

Cultural Beliefs That Hinder Adult Education

On Sunday, October 12, 1991 the San Diego Union newspaper reprinted an article by Joan Beck, columnist for the Chicago Tribune, that argued for early childhood education because,

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This is a summary of remarks made in Atlanta, Georgia, January 31, 1997 at a conference on Technology in Adult Basic Education. For additional information contact Dr. Thomas Sticht, President and Senior Scientist, Applied Behavioral & Cognitive Sciences, Inc., 2062 Valley View Blvd., El Cajon, CA 92019-2059, telephone/fax: (619) 444-9595; email: tsticht@mail.sdsu.edu. Dr. Sticht is a member of the National Commission on Working Women. He served on the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) and in 1989-91 he chaired the California Workforce Literacy Task Force established by the California State Legislature.

"Half of adult intellectual capacity is already present by age 4 and 80 percent by age 8. . . the opportunity to influence [a child's] basic intelligence - considered to be a stable characteristic by age 17 - is greatest in early life." A year earlier in the same newspaper on October 14, 1990 an adult literacy educator was quoted as saying, "between the ages of zero to 4 we have learned half of everything we'll ever learn in our lives. Most of that has to do with language, imagination, inquisitiveness."

A report by the Department of Defense shows how these beliefs about the possibility of doing much for adults after age 17 can affect policy. After studying the job performance and post-service lives of "lower aptitude," less literate personnel, on February 24, 1990, the Director of Accession Policy of the Department of Defense commented in the Washington Post newspaper, "The lesson is that low-aptitude people, whether in the military or not, are always going to be at a disadvantage. That's a sad conclusion." Then on April 8, 1990 Jack Anderson's column in the Washington Post quoted one of the researchers saying,..."by the age of 18 or 19, it's too late. The school system in early childhood is the only place to really help, and that involves heavy participation by the parents."

Neither the articles about intellectual development in early childhood nor the Department of Defense study elicited responses from the adult (or any other) education field challenging these conclusions and beliefs about human cognitive development. Yet, if true, these beliefs would have dire implications for the achievement of Goal 6 of the National Education Goals, which states that by the year 2000 all adults will be literate. Further, these beliefs denigrate as apparently futile the work of those involved in the language and literacy education of youth and adults in any setting, including the military, job training, corrections, adult basic education, workplace literacy, and even family literacy.

But neither of the articles were true. First, there is no such thing as "half of one's intellect," because no one knows what zero or 100 percent intelligence is. Second, in the Department of Defense studies over 80 percent of the personnel studied as "low aptitude" did, in fact, perform satisfactorily. And as veterans they had employment rates and earnings far exceeding

their rates at the beginning of the study. But this conclusion would not have supported the Department of Defense's policy for wanting to recruit only "high quality" personnel so they simply asserted that these adults were failures- and would always be failures!

The major cultural beliefs about cognitive development that pervade our society have led many to underestimate the importance of adult literacy education. But this is a mistake. Here are four reasons why.

Better educated adults produce better educated children. Better educated parents send children to school better prepared to learn, with higher levels of language skills, knowledge about books, pencils and other literacy tools needed for school and life. Better educated mothers have healthier babies, smaller families, children better prepared to start school, and children who stay in school and learn more.

Better educated adults demand and get better schooling for children. Wider Opportunities for Women in Washington, DC found that mothers in women's education programs, most of whom were on welfare, reported that at the end of their education program they spend more time with their children talking about school, helping them with their homework, taking them to the library, and reading to them. They also said their children attended school more, and showed improvements in their school grades, test scores, and reading. In visits to the homes of some of these mothers their children confirmed what their mothers had reported. Children said things like, "I do my homework just like Mommy!" or "she reads him and his sisters stories."

Better educated adults provide better communities for learning. AC Rochester, a supplier of components for General Motors automobile manufacturing in New York State, was losing business and was in fear of closing, putting thousands of workers out of jobs. In response, management, labor union members, and educators got together, and provided adult education programs for employees. They provided full time education with full pay to over two hundred employees for up to ten months. These changes in workforce education permitted

the introduction of new management and production techniques. In turn, these changes helped bring in several new contracts, including a billion dollar contract with Russia. This increased local tax base for community services, including better public education.

Better educated adults are more productive for society. Supervisors in six manufacturing companies near Chicago reported that even very brief (35-40 hours) adult job-related education programs made improvements in job training, job performance, promotability of participants, and productivity, such as scrap reduction, reduced paperwork, and less wastage. In addition, many of the adults said that after the company education program they read more to their children or grandchildren, thereby helping them do better in school. They were able to get a driver's license, stop people from ripping them off while shopping and engage in further education. Thus, an investment in adult education at work not only helped make the workplace more productive, it helped the schools be more productive by giving them better prepared children to work with and it made people more productive in the community.

The Message: ROI: Return On Investment in Adult Education Gives "Double Duty Dollars"

The San Diego Consortium for Workforce Education and Lifelong Learning (CWELL) argues that outcomes of adult education show that "double duty dollars" can be obtained through the intergenerational transfer of educational benefits from parents to their children. When we provide adults with education and training, we invest in one generation, but we get a return on investment in two generations. We are not helping just one person, but an entire family. We are not just getting people off welfare roles, we are helping make the workforce more productive. Importantly, the investment in adult education improves productivity at work today. Improving the productivity of the future workforce by reforming the schools will take decades.

For these reasons, adult education and training should play an even larger role in the welfare and workforce reforms that are being contemplated and implemented. By investing in the education of adults, we also make the schools more productive and the community more

productive. We help in the achievement of all of the National Education Goals. Government agencies and other sponsors of education and welfare reform movements should know that they can obtain multiple effects for investments in adult education. By investing in the education of adults, we improve the educability of children.

UNIT II: CHARACTERISTICS OF ADULT LEARNERS IN LITERACY PROGRAMS

THE LEARNER WILL BE ABLE TO:

- ✓ **Discuss the impact of student diversity on student success and instructional methodologies.**
- ✓ **Identify characteristics of adult learners.**
- ✓ **Define the term adult literacy.**
- ✓ **Present the profile of students in a literacy program.**

WHAT IS ADULT LITERACY?

The National Literacy Act of 1991 defines literacy as "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

To meet the challenge of developing a fully literate citizenry, the State of Florida has divided its literacy education efforts into three program levels

Adult Basic Education (ABE): Instruction in basic reading, mathematics, and language skills from K through 8th grade. This program also includes English to Speakers of Other Languages (ESOL)

General Educational Development (GED): Instruction in reading, mathematics, social studies, science and language skills from 9th through 12th grade in preparation for the GED

exam to earn a high school equivalency diploma

Adult High School (AHS): Instruction in high school credit courses. AHS students must earn 24 high school credits to receive an adult high school diploma

According to statistics compiled for the school year 1993-94, there were 448,543 students enrolled in statewide literacy programs. As impressive as these statistics are, they represent only a fraction of the targeted population. There are 4,916,773 Floridians, 48% of the population, who have academic skills below the ninth-grade level, and 2,663,252 Floridians, 26% of the population, have skills above the ninth-grade level but do not possess a high school diploma. This means that only 9.1% of the population needing adult literacy help is being reached. The challenge and the scope of adult education is enormous.

WHOM ARE WE SERVING?

Among the illiterate or undereducated adults being targeted for our literacy programs are the following:

- Welfare parents
- At-risk youth
  - 16 years or older
  - dropouts
  - juveniles
  - homeless
- Incarcerated adults
- Adults in poverty
- Non-English speakers
- Homeless adults
- Older adults

These adults are the **high-risk population** of our state. They have the most difficult academic and economic problems to overcome in order to succeed and be productive in Florida's economy.

LITERACY LEVELS OF HIGH-RISK POPULATIONS

70% of prison inmates possess less than 9th grade literacy skills.

43% of adults in poverty possess less than 4th grade literacy skills.

48% of food stamp recipients possess less than 4th grade literacy skills.

12% of adults claim no early home support for literacy and learning. 40% of these adults possess less than 9th grade literacy skills.

37% of adults with less than 4th grade literacy skills were born outside of the United States.

26% of adults who possess less than 4th grade literacy skills have a physical, mental or health condition.

Adults with less than 9th grade literacy skills earn $230 to $288 dollars per week and work 18-26 weeks a year.

80% of Florida's welfare recipients do not have a high school diploma.

A typical profile of our ABE, GED, and AHS students reflects the following statistics (the percentage ranges reflect variations among the three program levels):

- majority are female
- 28%-44% are between the ages of 16 and 21

- 58%-71% are less than 31 years of age
- 36%-40% are employed
- 46%-61% are white, 20%-39% are black
- 66% have moved within the past five years
- 81% enroll to achieve personal or employment goals

Given this profile, the teacher going into an adult education classroom will find a group of students with **diverse backgrounds and abilities**. Undereducated adults who have been coping in society have usually developed **non-academic strengths and skills** which can be a great advantage in their academic studies. As **low self-esteem** is a frequent characteristic of the adult education student, a capable adjunct instructor will find it effective to reinforce the student's awareness of his existing skills and talents. Moreover, as student attrition is a persistent problem in adult education, the teacher will find it especially important to provide students with encouragement and referral to appropriate support services.

CHARACTERISTICS OF ADULT LEARNERS

There is no such thing as a "typical adult learner." However, most authorities agree that certain general characteristics are true to varying degrees for many adults. Teachers can use these general characteristics to guide the general learning activities both for individuals and for the class, while individualizing instruction based on each student's unique experiences, abilities and expectations.

ADULT STUDENTS NEED TO MAINTAIN THEIR DIGNITY

They appreciate a classroom where the student-instructor relationship is viewed as a partnership. This means setting up classroom procedures that work on a cooperative relationship rather than maintaining a traditional school setting where the teacher has the power. In her book, *Planning for Classroom Instruction*, Pat Cranton said, "The learning climate should create a feeling of comfort and acceptance, respect and support, with freedom

of expression." Classroom policies are the initial tool with which to set that atmosphere. Teachers should avoid policies such as having students raise their hand to ask a question, having a discussion with one or more students in a conversational manner lets the adult student feel that his or her role in the classroom is not that of a child. Teachers should also give general information on the location of restrooms, break rooms, and smoking areas during student orientation to respect the students' independence and adult status. The physical properties of the room should also be comfortable for adults. Smaller desks and tables fitting children are uncomfortable for an adult, bulletin boards and wall decorations should be tailored to adult interests. In each of these ways we identify our recognition of the adult and our desire to surround the learner in an adult environment.

Many adult learners bring to the classroom a set of values, attitudes and beliefs that have been formed by years of experience. An effective teacher does not exhibit judgmental behavior when those values and priorities differ from his own. An atmosphere of mutual respect should be maintained.

Many adults experience uncertainty when they first return to school. Their previous experiences were not positive and they may exhibit a great deal of anxiety, especially about taking the TABE, GED, or High School Competency Test. This anxiety is normal and should not be trivialized. The uncertainty they feel is usually alleviated when they realize that adult education is built upon a self-paced, individualized approach to learning. Instructional activities geared to students' abilities, interests, goals and perceived preferred learning style spark an interest in learning. Succeeding at these activities fosters the confidence they need.

Above all, adult students need to be dealt with honestly. Doing so conveys the respect the teacher has for them as adults.

- View the adult learner/instructor relationship as a partnership.
- Do not require child-oriented classroom procedures such as hand raising.
- Provide general information such as location of restrooms, break rooms, and smoking areas.

- Do not use the learner as an audience for your personal plans, experiences, and opinions.
- Do not minimize the impact of adult anxieties such as fear of returning to school and concern about the program's tests.
- Deal with adult learners honestly (although tactfully).

ADULT STUDENTS ARE OFTEN DOUBTFUL OF THEIR ABILITY TO LEARN

Adult learners may have had negative learning experiences in the past. It may be up to the instructor to assess this and help a student create new and positive learning experiences. This begins with setting goals. Adults may need encouragement to voice goals that might have once seemed out of reach for them. When they have clearly defined goals, it is easy to provide a measurable and understandable evaluation of their progress. Positive reinforcement should be provided whenever possible, although inappropriate over-praising can damage the instructor's credibility.

Teachers can foster confidence in several ways. Even in a self-paced environment, they can encourage socialization through small group discussions so that the student realizes that others share his feelings. Initiating group work in which the adult student can serve as a leader further promotes confidence and can offset feelings of doubt the student may exhibit. Another way is to utilize instructional methods built around questioning strategies so that learning becomes a dialogue. Providing work at which the student can succeed also builds confidence.

Teachers should assure each student that, in the adult education classroom, students are not compared or graded on a "curve." They should explain that there is a standard set of competencies which must be learned and that each student is evaluated on how well he has mastered these competencies. Students are viewed indivudually, not as a group.

Students may exhibit extreme anxiety about classroom tests at the adult high school level or anxiety over taking the GED. The instructor can help to alleviate that anxiety by allowing a

student to take the official GED practice tests a number of times, under simulated conditions, to get comfortable with taking standardized test-taking. It is also helpful to arrange for other successful test-takers to talk with the student about how they managed their stress. The teacher should also provide sufficient pre-test directions to answer the student's questions about the test. Above all, a teacher should never minimize the importance or the difficulty of the test. Tests are a major hurdle for many students and instructors need to understand and respect the students' feelings.

- Be alert for occasions when positive reinforcement can be provided. Remember, however, that inappropriate over-praising damages your credibility as an instructor and reduces the effectiveness of positive comments.
- Avoid situations in which learners are compared.
- Deal with academic and personal problems of the learner in private.
- Encourage socialization through informal group discussions and during breaks so that the student does not feel isolated.
- Help the learner to clearly define personal goals.
- Provide measureable and understandable evaluations of progress.
- Be alert for insecurity masked by an air of over-confidence.
- To alleviate test anxiety:
  - ✓ Provide the learner with as much pre-test information as possible.
  - ✓ Offer GED, HSCT or FCAT practice tests.
  - ✓ Arrange for successful program (AHS,GED) test-takers to speak with those preparing for the test.
  - ✓ Make no attempt to minimize the importance or difficulty of the test.
  - ✓ Work with testing center officials to insure the best possible testing situation.

ADULT LEARNERS ARE STRONGLY GOAL-ORIENTED

Research suggests that adult students often return to school in response to a demand in their life. Some are changing jobs and need to increase their skills in new areas, or decide that they really need that GED or high school diploma as a credential. Sometimes they have a task to accomplish at home or work and cannot do it without further education. They do not view themselves as quitters in life, and quitting school is now seen as something they should not have done. They are here to reverse that and view coming back to school with pride. The instructor who understands the motives of the student can use those motives to encourage the student toward success or can create classroom learning materials that are clearly steps toward the ultimate goal.

Because they have a goal in mind, adult learners need to be actively involved in the learning process. Although adult students may at first seem insecure in a self-paced classroom, research indicates that, once comfortable, adults prefer to work in a self-paced environment. Objectives should be clearly defined and articulated to the student. Teachers can then make the learner responsible for his own learning by eliciting learner input in such areas as learning style approach, process planning, and alternative evaluation methods. Adult learners tend to prefer teaching approaches that focus heavily on the application of the concept to relevant problems, so the instructor should work to make the learning meaningful. We know that learners learn best when they can hook new information to old. Developing assignments that teach concepts contextually ensures greater interest and understanding.

The teacher can also help students see how classroom learning relates to achieving their personal goals. Teachers should also provide feedback on assignments as quickly as possible.

Teachers can enhance progress by providing non-threatening forms of learner-administered evaluations such as self-correcting exercises. In addition, allowing the student to sit beside the teacher as work is graded and errors are identified allows the student to monitor his own learning. It is then easier for the student to see the need for remediation exercises or to feel motivated by doing well on the next assignment.

- Make the learner responsible for his learning by eliciting his input in such areas as goal-setting, curriculum content, process planning and evaluation.
- Provide for differences in goals of adult learners.
- Introduce new activities by relating them to previously set goals.
- Provide for non-threatening forms of learner-administered evalutation such as self-correcting exercises and homework.
- Provide instructor feedback to each learner as often as possible.
- Avoid "busywork" exercises.

ADULT LEARNERS HAVE MANY EXPERIENCES UPON WHICH TO DRAW.

Some of these are positive experiences which can be incorporated into discussions, presentations and exercises. Instructors can build self-esteem by encouraging students to share areas of expertise and interesting experiences. Working in small groups or peer tutoring provides a classroom learning experience which naturally encourages students to share with one another and breaks down the isolation students may feel in a self-paced environment.

Adults also bring with them negative experiences which can hinder learning. It is important for instructors to avoid expressing subjective opinions about students' personal situations.

- Incorporate learner interests into discussions, presentations, and exercises.
- Help learners build self-esteem by encouraging them to share areas of expertise and interesting experiences.
- Avoid expressing subjective opinions concerning adult learners' personal problems.
- Help adults to realize how the present learning situation is different from previous learning experiences.

ADULT LEARNERS OFTEN HAVE OUTSIDE WORK AND FAMILY RESPONSIBILITIES

Because adults have complicated lives, teachers should encourage them do do as much of their work as possible in class. The typical adult education classroom with its open-entry/open-exit policy allows students who have missed classes an opportunity to begin again where they stopped without penalty. This preserves their dignity and encourages students to come back when they have to miss classes.

Teachers need to be knowledgeable about available support services for students such as counseling, health care, child care services and financial aid opportunities. Helping students access such services will enable them to successfully complete the program.

- Keep adults informed about available support systems such as counseling, placement, helath care, child care services and financial aid opportunities.
- Express concern when adults miss class or fail to complete assignments.
- Allow as much in-class work time as possible.
- Avoid basing in-class work on "homework." Students who have not completed the "homework" will feel lost or see no point in attending.
- Bring several copies of past handouts to each class for those who are returning after an absence.

ADULT LEARNERS FIND THAT THEIR CLASSMATES' INTERESTS, AGES AND EXPERIENCES ARE MORE DIVERSE THAN IN TRADITIONAL SCHOOLS

The greater variety of student demographics means that teachers must be prepared to accommodate a wide variation of backgrounds and interests. They must structure classroom experiences to accommodate different learning rates.

- Use instructional techniques that take advantage of life experiences; may include discussions, problem-solving exercises, small group work, case studies, role-playing, simulations, and field work.

- Allow diversity to be a beneficial aspect of the classroom

THE ADULT LEARNER AS A SELF-DIRECTED STUDENT

In adult education classes, the instructor must encourage the adult learner to become self-directed. Our goal is to empower the learner and to help him to become responsible for setting his own educational objectives. It is true that many adult learners come to the adult education program with a readiness to learn that comes from having a need to solve a problem. They want to be able to apply the knowledge immediately and so we should time the learning experience (which provides the information with which to solve the problem) with the realization of the problem. However, experienced adult education classroom teachers will tell you that many adult learners are not self-directed. There are several reasons for this behavior.

First, adult learners are in an unfamiliar environment and may revert to dependent behaviors until they regain their confidence. Second, they often don't have the expertise in the content area to be able to write their own objectives. They have no idea what it is that they need to know. Someone must help them identify the content they need to solve the problem. Even with experience in the subject, they are probably not familiar with independent learning. They will expect your classroom to mirror their last educational experience which was probably instructor-driven. Of greater concern is their low self-esteem, either in their personal lives or in an educational setting. We must remember that many of these students have not been successful in the traditional school environment; they bring negative experiences to the classroom. Asking them to make decisions right away about what to learn may create high anxiety as they expect to fail again as they failed before. But the desire to be self-directing is a normal part of the maturation process and so is present, although perhaps suppressed in some adults, and you will need to facilitate that process.

Finally, incorporate the following learning theories in your classroom

1) Students will see the relevance of the subject matter.

2) Students self-perception will change.

3) "Self" is not threatened.

4) Facilitate by doing.

5) Students actively participate in the process.

6) Self-directed learning involves the whole person.

UNIT III: ADULT EDUCATION CLASSROOM

THE LEARNER WILL BE ABLE TO:

- ✓ **Discern the need for open-entry/open-exit classrooms and their impact on the instructor and the student.**
- ✓ **Understand how instructors can provide accountability for student success in adult education programs.**
- ✓ **Identify two ways to help adult students set their educational goals.**
- ✓ **Identify one critical teaching skill and one critical non-curriculum based skill that will help empower adult learners.**
- ✓ **Understand how competency-based education affects the adult education classroom.**
- ✓ **Recognize the significance of the Family Educational Rights and Privacy Act of 1974.**
- ✓ **Understand the importance of class size and recruitment to adult education programs.**

OPEN ENTRY / OPEN EXIT

The open entry/open exit policy mandated by Florida for adult education programs allows students to register and begin courses at nearly any time during the semester. This policy enables students to enter adult education programs based on their individual needs. As a result, students are more likely to return to the classrooms while they are motivated to begin study. Instructors must have materials (syllabi, etc.) on hand throughout the semester for new students. Instead of having to wait until the end of the term, students may complete a course when they have satisfactorily met the course requirements.

STACKED CLASSES

The open entry/open exit, self-paced design of the adult education classroom allows for creative scheduling to meet the needs of the student population. One method frequently employed is "stacking" classes. In the "stacked" classroom, two or more courses are offered simultaneously. This provides increased course offerings from which students may select and enables teachers to offer classes that might otherwise not be offered due to insufficient enrollment. For instructors teaching "stacked" classes, organization is paramount to insure that course materials are current and available for all classes scheduled during a particular class period.

TEACHER ACCOUNTABILITY FOR STUDENT SUCCESS

The adult education classroom environment is geared to adult students returning to school for many different reasons, such as self-enrichment, basic literacy, to obtain a high school diploma, to receive a GED diploma or to obtain a vocational skill. Students come with preconceived ideas of what is expected of them and what they expect to receive from this new learning experience. The adult education program is designed to maintain an open entry and open exit learning environment so that students who have reached their goals can move forward to other endeavors. There are many ways to measure student success; however, for accountability and funding purposes, the measurements of student success must be documented and demonstrated. Ask your program administrator about the student tracking system used at your institution.

CLASSROOM PROCEDURES

Course Outline and Syllabus

Instructors should provide students with a course outline covering the content they need to master to complete the course. It is recommended that each instructor also prepare and disseminate, with the program administrator's approval, a syllabus that includes information

about attendance policies, classroom conduct, grading policies and assignments. A clear course outline and syllabus will help students understand what is required to succeed in each course.

Class Time, Location, Coverage

Classes should be held as scheduled. An instructor does not have the authority to change the time or place or to arbitrarily dismiss a class before its scheduled conclusion. The instructor should also present the subject matter of the course as described in the official catalog description and official course outline. If you will be absent from class due to illness or emergencies, contact your immediate supervisor so that arrangements can be made for a substitute.

Student Discipline

Disruptive behavior in the classroom can hinder the learning process for other students. Therefore, instructors should acquaint themselves with their school/institution's definition of disruptive student behavior and make it available to students in writing when they enter their first class. If disruptive behavior occurs in the classroom, instructors should be fully knowledgeable of whom to contact and what steps to take, and be familiar with the school's documentation and due process procedures.

INSTRUCTIONAL OPERATIONS

Substitution Responsibilities

The instructor is responsible for notifying his/her supervisor in advance of a planned absence so that a substitute can be scheduled. Instructors should have adequate records and self-paced materials accessible for those occasions when they must be absent to ensure continuity of instruction.

Lecturers and Guest Speakers

Instructors should explore their institution's policies about arranging for individuals to appear as lecturers and guest speakers. Requirements might include:

* Notifying immediate supervisor in writing of the intention to use a guest speaker or lecturer.
* Ensuring that the speaker's background and expertise are pertinent to the objectives and content of the course.
* Discussing in advance with the guest speaker the topic(s) to be covered, and reviewing arrangements related to the guest speaker's presentation with the supervising administrator.
* When inviting a speaker to address a controversial topic, seek a balance to the speaker's position and issues raised, and avoid biased presentations.

Instructional Field Trips

An instructional field trip constitutes a planned visit to an off-campus site or facility for the purpose of providing supplemental learning opportunities. Instructional field trips are usually optional for students. The activity proposed should have a direct educational relationship to the course of study. You should be sure to understand the institution's requirements regarding responsibilities for accompanying students, obtaining student release forms, liability insurance, and costs.

Textbook and Instructional Materials Selection and Ordering

Instructors should be aware of ordering and approval procedures, ordering deadlines for student textbooks and other instructional materials in order to ensure that books and materials are available when the term begins. Some adult education programs purchase student books; others require students to buy their own from a bookstore.

Tests and Examinations

Instructors are usually encouraged to administer a sufficient number of tests and/or evaluated assignments to provide immediate feedback to a student indicating his/her progress in the class. No formal schedule is published for tests or mid-terms in a self-paced classroom.

Curriculum

The adult education curriculum is based on competencies/performance standards approved by the State. Instructors are expected to use the approved curriculum.

EVALUATING STUDENT PROGRESS

Adult High School Grading System

The adult high school uses a grading system designed to evaluate the performance of the student as fairly and equitably as possible. Instructors must be sure to get letter-grade equivalency information from their coordinators.

General Educational Development (GED)

In the GED classroom, the standards of progress are usually based on teacher evaluations of students completing classroom assignments with a predetermined percentage of accuracy. A student can demonstrate readiness to take the official State GED examination by taking the GED practice examination and scoring 50 or higher on each subtest with an overall total battery score of 250 or above.

Adult Basic Education (ABE)

The standards of progress for ABE are determined by students completing classroom assignments with a predetermined percentage of accuracy. Students can demonstrate readiness by completing pre- and post-tests that are related to state-approved performance standards with a predetermined percentage of accuracy.

Student Tracking System

Every adult education provider in Florida is required to keep track of student success and progress. You should understand the tracking system used by your institution and keep careful records of student achievements related to curriculum competencies and/or performance standards.

PROFESSIONAL DEVELOPMENT

Professional development opportunities may be available through your institution. When available, it should be taken advantage of to enhance your teaching skills and student success. Contact your immediate supervisor for information.

SUPPORT SERVICES AVAILABLE FOR STUDENTS

Your institution may have designated support staff and services available to help students succeed in their educational endeavors. Such staff may include an adult education coordinator, advisor, disabled student services specialist and student activities director. Audio visual equipment and other teaching aids may also be available for instructional use. Instructors should gather information on such staff and services so that they can make necessary student referrals and thereby promote student success.

SAFETY AND SECURITY

Emergency Services

Instructors should familiarize themselves with procedures to follow in case of emergencies. Such procedures will differ in on-campus and off-campus sites. In an emergency at an off-campus center, the center administrator should usually be contacted. Instructors should always familiarize themselves with evacuation plans for the site on which they are located.

Incident Reports

Any incidents involving adult education students, employees, or property which involve a real or potential danger to public health, safety, welfare or property, and any other matters of an unusual nature should be fully documented following your institution's standard procedures.

EMPOWERING STUDENTS

Self-Directed/Self-Paced Learning

The operational definition of empowering students is to help them acquire at least one skill or eliminate a learning barrier that they have identified, and try to accomplish this as early as possible in the class. For example, a 35 year-old female who runs a business but has a problem speaking correct English, and a 43 year-old male who avoids parties with his socially-conscious wife because he feels he does not speak well, need to be empowered to overcome their language obstacles.

The key to self-directed/self-paced learning is to have knowledge of curriculum materials to use with students in the self-directed/self-paced learning environment, good one-on-one and small group teaching skills, and competencies or skills and abilities in interpreting adult student assessment results.

It is important to communicate often with the people responsible for providing instructional materials because the curriculum and recommended materials are often written by experienced adult education faculty. Also, full-time faculty will usually share their knowledge of materials with new instructors.

Remember that self-directed/self-paced does not mean that the instructor should give up the role of providing direction for the student's learning, the learning should be based upon a plan of action that is individualized to the extent possible and built upon the provided curriculum frameworks.

Don't be overly concerned about teaching skills and competencies at a higher level than some students seem to have. Students will surprise you with what they will learn, students learn from each other. When teaching a group, teach to the student who does not understand. For example, a teacher had a new student who was learning to do fractions but was listening to another teacher going over algebraic sign numbers with some other students. The new student picked up sign numbers better than those who were entering algebra equations.

Competency/Performance-based learning

All of the adult education curriculum is competency based. A person entering the Adult Basic Education (ABE), Pre-GED, GED, or Adult High School programs will have to master the skills (competencies) necessary to perform on that level. You will need to be familiar with these skills, called performance standards, and to teach them in the respective programs that students enter. Most adults enter adult education programs with clearly defined or identified educational and vocational goals and objectives. Competency/performance-based, or skill-based learning is the best way to help adult students accomplish their educational and vocational goals and objectives.

Some final points for empowering students:

- Teach mastery so that the lowest level student is brought into your learner activity.
- Empower students by relating to them about something that is important to the student or something that you and student have in common.
- Structure your classroom so that students learn from each other and you will learn from your students.
- Provide learning direction.
- Show concern and compassion for your students.

STUDENT RECORDS AND PRIVACY

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The primary rights of students under the "Family Educational Rights and Privacy Act of 1974" (FERPA) are:

Right to inspect and review educational records

Right to seek to amend educational records

Right to have some control over the disclosure of information from education records.

FERPA requires each educational agency or institution to have a student records policy that includes:

An explanation of how the institution informs students of their rights under FERPA

The procedures for inspecting and reviewing education records

A statement that information from education records will not be released without the student's prior consent except to one or more of the parties listed as an alleged victim of a crime of violence. The results of the disciplinary hearing for the alleged perpetrator may be released to a victim.

A statement indicating whether the institution has a policy of disclosing information from education records to other school officials, including teachers.

A statement that a record of disclosure will be maintained and a student may review that record.

A specification of the types of information designated "directory information."

A statement that a student has a right to request amendment of records, obtain a hearing, and add a statement to the record.

A statement that students have the right to obtain a copy of the Student Records Policy upon request.

Institutions must annually notify students on attendance rights under FERPA, including:

Right to inspect and review

Right to request amendment of records

Right to consent to disclosure, with certain exceptions

Right to file a complaint with U S Department of Education

Right to obtain copy of student records policy

Locations of the student records policy

What rights exist for a student to inspect and review education records?

Schools must comply with request within 45 days

Schools are generally required to give copies only if failure to do so would effectively deny access --an example would be a student or former student who does not live within commuting distance

Schools may not destroy records if request for access is pending

Once a student identifies a record he or she believes to be inaccurate or misleading:

The institution must decide within a reasonable period of time whether to amend as requested

If the institution decides not to amend, it must inform the student of his right to a hearing

After a hearing, if the decision is still not to amend, the student has a right to insert a statement in his record

Except for specific exceptions, a student shall provide a signed and dated written consent before a school may disclose records to other parties. The consent must:

Specify record that may be disclosed

State purpose of disclosure

Identify party or class of parties to whom disclosure may be made

There are 13 exceptions under which prior consent is not required to disclose information. They are:

To school officials

To schools in which a student seeks or intends to enroll

To federal, state and local authorities involving an audit or evaluation of compliance with education programs

In connection with financial aid

To state and local authorities pursuant to a state law adopted before November 1974 requiring the disclosure

To organizations conducting studies for or on behalf of educational institutions

To accrediting organizations

To parents of a dependent student

To comply with a judicial order or subpoena (must make a reasonable effort to notify student in advance of compliance)

For a health or safety emergency

For disclosure of directory information only

To the student

As a result of a disciplinary hearing, to an alleged victim of violence

An institution may disclose directory information if it has given public notice to students in attendance of:

What the institution has designated as directory information

A student's right to refuse to let the institution designate any or all of the information as directory information

The time within which a student must notify the school in writing that he or she does not want any or all of the information designated as directory information

Notice not necessary for former students

Directory information is information not generally considered harmful or an invasion of privacy if disclosed, including but not limited to:

Name, address, telephone listing

Date and place of birth

Field of study

Most recent previous school attended

Participation in officially recognized activities and sports

Weight and height of athletes

Dates of attendance

Degrees and awards

Institutions will notify students of their Disclosure Policy and may designate the following as directory information:

Student's name

Address

Major field of study

Dates of attendance

Degrees or awards received

UNIT IV: ADJUNCT EXPERIENCE

THE LEARNER WILL BE ABLE TO:

- ✓ **Identify common problems encountered by new instructors and ways to meet the challenges.**
- ✓ **Know how to access institutional resources.**

HOW MANY PROGRAMS ARE THERE?

There are thousands of local programs supported by the Adult Education Act. Most local programs are small and located outside of metropolitan areas, but most adult education students are served by large programs in urban areas. These instructional services are offered at thousands of community sites.

PROGRAM AND STAFF CHARACTERISTICS

Most adult education programs rely heavily on part-time, rather than full-time, instructors and tutors, and on volunteers. Also, approximately 40% of adult education instructors have masters or higher degrees. However, successful student completion or attendance can be accomplished through the following program variables:

- availability of adult student support services
- time of instruction (a.m. or p.m.)
- learning environment
- instruction
- class size
- program staff

Finally, the four initial components of program planning that should be addressed are the following

1 needs assessment

2 program development

3 instructional methods

4 program evaluation

The following charts list the resources, information, and services adult education instructors need to transition into the institution in which they work and to continually be effective as instructors. The Sources list provides possible places/people from whom to get this information. As a new instructor, you should use these tables as guides to the kinds of information you will need to gather as soon as possible.

INSTITUTIONAL STRUCTURE	
RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	**SOURCES**
Who's who in the institution	**Institutional directory/your coordinator/ other adjuncts**
Who to report to at the teaching site	**Institutional organizational chart/your coordinator**
Who to contact for any kind of help: ▸ **emergencies (fire, health, crime, student disciplinary problems)** ▸ **duplicating service** ▸ **mail service**	**Adjunct orientation handbook/ your coordinator/ the site coordinator if you teach off-campus**
Human resources/employee issues ▸ **pay period** ▸ **holidays** ▸ **time cards** ▸ **evaluations**	**Your coordinator/the institution's human resources or personnel office/the business office**
Access to buildings and parking	**Your coordinator/the site coordinator if you teach off-campus/security officer**

INSTRUCTOR ORIENTATION	
RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	**SOURCES**
A comprehensive, thorough orientation program that covers curriculum-related materials and institutional structure information (see preceding table). This orientation should be held *before* instructors enter the classroom for the first time	**Your coordinator/the person who hired you**
Written material on class size, qualifying class size (to meet registration requirements), enrollment requirements	**Your coordinator**

PROFESSIONAL DEVELOPMENT	
RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	**SOURCES**
Opportunities to share and obtain information, such as instructional ideas, from peers	**Ask your coordinator for a list of names, phone numbers, and teaching locations of peer instructors. Seek an experienced part-time or full-time instructor as a mentor.**

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CURRICULUM	
RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	**SOURCES**
Who provides it?	Curriculum development department/ your coordinator
What is the instructor expected to provide?	Your coordinator/experienced instructors
What instructional materials are needed, used and provided?	Your coordinator/instructor resource manual
What are the skill areas/competencies students need to attain/master?	Your coordinator/competency lists by program type/institution's bookstore
What textbooks are used and how can you get them?	Your coordinator/textbook lists by program type
What other materials are available besides textbooks?	Your coordinator/experienced instructors
What is the final evaluation for students?	Your coordinator/institutional guidelines for grading
How does an instructor start a new student/what should be done first?	Your coordinator/experienced instructors
How do you develop a syllabus?	Your coordinator/copies of syllabuses developed by experienced instructors
Who can help with instructional ideas?	Experienced instructors
What are the guidelines for teaching at special/off-campus sites?	Your coordinator

ASSESSMENT	
RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	**SOURCES**
Test (TABE, FCAT, HSCT) interpretation and correlation to curriculum	**Request that your coordinator/ assessment staff provide you with test correlated curriculum materials**
Placement guidelines	**Your coordinator/institutional placement guidelines**
Final evaluation requirements	**Your coordinator**
GED: test schedule, test cost FCAT or HSCT: test schedule Vocational/Career planning	**Your coordinator/assessment staff**

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RECORDKEEPING	
RESOURCES, INFORMATION, AND/OR SERVICED NEEDED	**SOURCES**
What are your recordkeeping responsibilites, and who receives your records/reports?	Your coordinator
What responsibility does the instructor have for providing data to other agencies such as courts, social service agencies, drivers' license agencies?	Your coordinator/The Family Educational Rights and Privacy Act of 1974
What accountability/student tracking information should be kept and in what format?	Your coordinator/the institution's student tracking coordinator
What should you know about confidentiality issues?	Your coordinator/The Family Educational Rights and Privacy Act of 1974

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UNIT V: CREATING QUALITY IN THE ADULT EDUCATION CLASSROOM

THE LEARNER WILL BE ABLE TO:

- ✓ **Identify successful components of a quality classroom.**
- ✓ **Define the term Total Quality Management (TQM).**
- ✓ **Implement a team approach in the classroom.**
- ✓ **Define the term Total Quality Learning (TQL).**
- ✓ **Identify adult education learning tools.**
- ✓ **Sustain quality instruction in the non-traditional adult education classroom.**
- ✓ **Maintain a successful one-on-one, self-paced instructional classroom environment.**

QUALITY IN THE CLASSROOM

One of the key principles in creating an environment of quality, or continuous improvement, is the "Customer Focus." In the world of education, this can be a hard principle for educators to accept. Perhaps the reason for this is the difficulty many of us have in identifying the student as a customer. Why do we have this difficulty? Consider this: what have we heard all of our lives about customer service? The answer is, "The customer is always right." Does this mean that customers always know what they need, what they want, and how they should receive it?

No -- this means that if they are not treated with respect and provided with instruction in a manner that is appropriate and engaging, they will not want to come back for future service. In education, customers may not always be "right," but coming to agreement or consensus on their goals and needs is essential to providing quality customer service in the classroom.

We also have other customers to consider. We must prepare our students for other classes and institutions which will receive them after they leave us. Other customers include the greater community, as well as the business or industry that will employ our students.

PARADIGM SHIFTS

A paradigm is a set of rules and regulations that define the boundaries and behaviors for success inside those boundaries. They are a mindset, the rules of the game. A paradigm shift occurs when old rules are thrown away and new ones are accepted.

Let's look at an example of this. In 1968, the Swiss watch industry had more than 65% of the unit sales in the world and more than 80% of the profits. By 1980, they had less than 10% of the unit sales and less than 20% of the profits. What happened? Electronic quartz watches happened. They took over the market. Who do you think invented quartz watches?

The Japanese? The United States? No, Swiss researchers did. But the Swiss manufacturers could not change their traditional watch paradigm. So they did not copyright or actively produce the new technology, and it was picked up by Japan and the United States. Fortunes were made, but not by the Swiss!

In order to continue to improve our educational environment and the quality of the education that we provide to our students, we must be ready and willing to step outside our paradigms and make paradigm shifts.

First, we must listen to new ideas, especially from people who are **not** firmly invested in the old paradigms of what education has been -- from people who are new to our organizations or new to education, not necessarily those who have authority over the current system.

Next, we must be ready to take risks, because new paradigms are seldom "safe." They rarely have data to back them up because they are new.

Finally, we must create an environment in which it is acceptable to fail. Not all new ideas are successful. In fact, most are not. Yet if you never listen to new ideas and risk a failure, you will never find the successful one that can be a paradigm shift--providing change for you and your students.

TEAM APPROACH

Using a team approach for planning and problem solving is a key principle of quality programs and measures. Team functions will vary according to need. For example, there might be a part-time instructional team established to solve particular problems or issues faced by the part-time faculty of a department. Student teams might look at department-wide student issues. Even in the adult education classroom, where learning is self-paced and individualized, student teams could be established to solve problems and review issues.

A team approach is beneficial for several reasons. Effective teams produce effective solutions to problems by sharing knowledge and ideas. Teams working together develop a commitment and buy into a process or solution. They also require contributions and responsibilities from all members to be successful.

Teams should be small, from four to eight members. Membership should be made up of individuals with complementary skills who are committed to a common purpose.

Using the team approach can be time consuming and logistically difficult. However, using quality methods and teamwork helps us to make better decisions that save time and resources over time.

EMPOWERMENT

Empowerment seems to be the buzzword of the 90's. What is empowerment? It's the process of enabling and motivating people by getting them involved and committed to the tasks that need to be done, not by forcing them to act.

In an environment of empowerment, you are an informed participant in any process change, either as presenter, team member, survey or questionnaire participant, pilot program member, or communication recipient during the developmental stage.

How about our students? In an empowered learning environment, students would also be informed participants in the specific areas of the decision-making process. They would have the power to plan, check, and change goals to meet their changing learning needs.

But along with empowerment for **all** of **us** (teachers and learners) comes responsibility for planning, learning, acting, measuring, and sometimes for failing. In an environment of empowerment, risk taking is essential. When taking risks, we will sometimes fail. But in this environment, effort and ideas are celebrated, and new attempts are made and new measurements taken.

OUTCOMES AND ACCOUNTABILITY

We all know about establishing outcomes and objectives. As educators we work within curriculum frameworks that guide us in identifying the objectives and outcomes for our students. How do we measure these outcomes? We use tests and other objective measures of performance for each outcome. These measures often do not indicate our student's

abilities or readiness to function in life or the world of work. What about application measures, authentic assessments, simulations, and problem-solving scenarios? We have many constituents that we have to be responsible to in our accountability. In providing that measure of accountability, we need to provide objective quantifiable measures. In addition, we are also going to have to start providing measures and proof of success in other ways. Another measure of success relates to student satisfaction. Failure to satisfy a customer usually results in his decision to find another provider to meet his needs. Failure to satisfy your students can result in their never returning to the educational environment.

Teacher accountability and student completion are going to be the subject of much debate in the coming years. Quality tools and principles will help us to identify our successes, find root causes for our failures and solve our problems.

STRATEGIES FOR EDUCATIONAL QUALITY AND PRODUCTIVITY

TOTAL QUALITY MANAGEMENT

It was often challenging years ago to find educators who knew much about Total Quality Management (TQM). TQM is a strategy for continuously improving performance at every level and in all areas of responsibility.

Robert Costello, an engineer and former GM executive, was Undersecretary of Defense for Acquisitions when he built on the work of Deming, Juran, Crosby, and others to create Total Quality Management (TQM) for the Department of Defense. TQM is also known by and practiced under several other labels (managing total quality, leadership through quality and total quality control). As Thomas J. Barry (1991) wrote, "TQM/TQC is a journey, not a destination. It is a systematic, strategic process for organizational excellence."

TOTAL QUALITY LEARNING

Quality improvement in learning organizations requires consistently meeting or exceeding the expectations of those you work with on a daily basis (colleagues) and the expectations of those you serve outside the organization (societies), so both entities can be successful. So the implementation of TQM in other organizations has led to the development of the Total Quality Learning (TQL) strategy. TQL's goal is to improve the classroom learning process through the continuous improvement of education.

Finally, TQL is the continuous improvement of systems to produce the optimum state of personal, social, physical, and intellectual development of each individual.

FOCUS ON PRINCIPLES IN THE CLASSROOM

Source: Quality Progress, October 1995

Ronald Turner, an instructor at Eastern Maine Technical College, notes that many faculty perceive TQM as an "alien business philosophy" with no place in the classroom. But Turner believes that a closer look at the philosophy's principles shows that TQM offers much for those wanting to apply it in their classroom. He offers the following 15 quality concepts as an example.

Adopting a customer focus does not translate into giving students all A's.
"An institution that gives automatic A's and has no standards will have no value," says Turner. A customer focus in the classroom means that instructors should measure success by how well students are learning and how worthwhile the students find their class experiences.

If students fail, the system has failed.

There are some cases where a student doesn't belong in a particular class--for example, when he or she lacks the prerequisite knowledge to be successful. To prevent having to fail the student, faculty members should set up a system where students can use data to self-select out of the class early on--using pre-tests, for example.

Faculty are customers of those who teach students prerequisite courses.

"Instructors who teach prerequisite courses are in the role of supplier to those who teach courses that have prerequisites," says Turner. "Discussion must occur between instructors about material that will be used in other courses downstream."

Students are better off quitting than failing.

Turner points out that future educational options are better for students who receive W's on their transcripts rather than F's.

Treating students as customers means allowing students to opt not to come to class.

Turner argues that faculty are really supplying a service. If students don't come to class, they are, in effect, making a choice not only about the particular class, but about their education.

Students can sometimes learn the material without coming to class.

While some faculty may get upset about students who just show up for the midterm and final, Turner feels that if students can master the material without coming to class, "their underlying needs have been met and standards haven't been abandoned."

Completing the syllabus is not a measure of success.

Just like bus drivers who find it's easier to keep to their schedule if they don't stop for passengers, some faculty may feel they've met their goal if they've gotten to the end of the syllabus.

New and tenured instructors should visit each others' classrooms.

"A classroom visit should be a learning experience rather than a fault-finding mission," says

Turner. But traditional ways of evaluating for tenure are not meant for retaining faculty, they're meant for sifting and winnowing. Turner encourages faculty and administrators to "visit the best classes," whether the instructors are tenured or not.

Instructors need to work on improving the educational process.

Using fast-feedback questionnaires or asking students to brainstorm ideas for improvement takes only a small percentage of class time. But it reaps many benefits, including saving time in rework.

Feedback from students can't be used against instructors.

"Data collection should be used for continuous improvement, not as a way to inspect instructors," says Turner. Faculty might be more willing to ask for student feedback if they know it won't be use against them at evaluation time.

Get rid of performance appraisals.

Deming felt that the traditional performance appraisal stood in the way of continuous improvement. "Evaluations should look to the future," says Turner, "and should include tools to assist faculty in becoming better teachers." Ineffective instructors, adds Turner, should be given assistance from day one.

No matter how good the test, luck will be involved.

When taking a test, students may be lucky or unlucky depending upon what and how much they've studied. If they've studied what happens to be on the test, they may score well even though their knowledge of the subject is limited and vice versa. Turner allows his students to take a test again if they believe the test has underestimated their knowledge of the subject. He also increases the number of tests to 10-12 to help reduce the impact on students who have an occasional bad day.

When luck is involved, test results should come out in a bell-shaped curve.

Turner encourages faculty to use statistical process control instead of bell curves on real-life test results. When average grades are low and the control limits are further apart, the role of

luck in test-taking is more evident

Faculty members who teach the same course should attempt to bring their teaching styles into alignment.

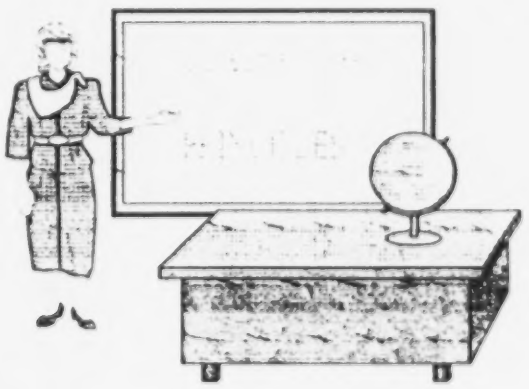
Turner suggests that there's an opportunity for a common vision of what education is all about when more than one faculty member teaches the same course. He encourages faculty to take the opportunity to "reach consensus on course content, books, tests, and other materials."

Adjunct faculty should be sought for the long term.

Adjuncts who teach for only a semester or two won't have the opportunity to improve and develop their course curriculum, nor will they be in a position to work with other faculty or share learning experiences. "The school should be focused on finding faculty who will stay for the long haul and are committed to continuous improvement of their teaching processes," Turner says.

TQM in the classroom can transform the educational process.

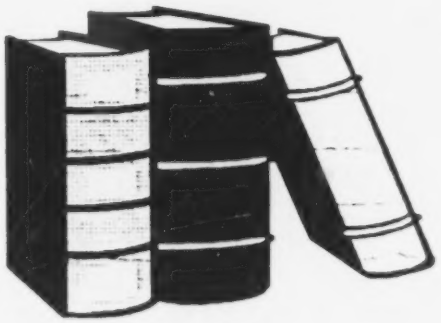
Turner admits that TQM can be threatening to some. But he confirms that, although students are called customers, they are still students. And although some may skip classes, the course still exists. "Applying TQM in the classroom means that instructors consider how their students can effectively learn the material they have to offer," explains Turner.



APPENDIX

ASSESSMENTS: THE PHILOSOPHY OF TEACHING ADULT STUDENTS

- ANSWER KEYS
  - PRE-TEST
  - POST-TEST
- INSTRUCTOR SELF-EVALUATION
- STUDENT EVALUATION



QUALITY PROFESSIONAL DEVELOPMENT

THE PHILOSOPHY OF TEACHING ADULT STUDENTS

PRE-TEST ANSWER KEY

1.A

2.B

3.B

4.C

5.C

6.D

7.E

8.D

QUALITY PROFESSIONAL DEVELOPMENT

THE PHILOSOPHY OF TEACHING ADULT STUDENTS

POST-TEST ANWER KEY

1.C

2.B

3.D

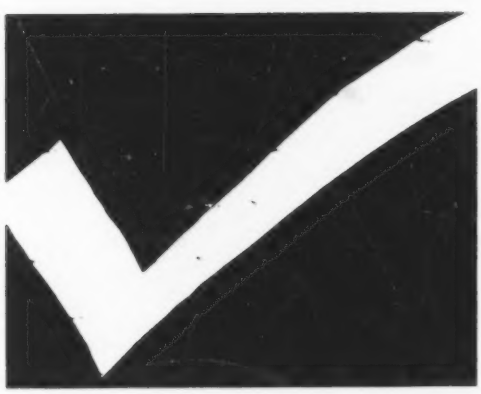
4.D

5.A

6.E

7.D

8.D



QUALITY PROFESSIONAL DEVELOPMENT PROJECT

INSTRUCTOR SELF-EVALUATION

DIRECTIONS: Please use the scale to respond to each statement:

5 = Strongly agree
4 = Agree
3 = Neither agree nor disagree
2 = Disagree
1 = Strongly disagree

Because of this manual I

1	am more knowledgeable about the performance-based funding initiatives at the State level	1 2 3 4 5
2	am more knowledgeable about the changes in the types of programs that will be considered for State funding in the future	1 2 3 4 5
3	hold a deeper understanding of the academic and economic problems that high-risk populations of our State have to overcome to succeed and be productive citizens	1 2 3 4 5
4	believe that adult education programs should offer the undereducated adults a strong foundation for success	1 2 3 4 5
5	recognize the broad spectrum of reasons beyond motivation that may cause students to leave adult education programs	1 2 3 4 5
6	can tell my students more confidently that future jobs will require them to have a high school diploma or a GED	1 2 3 4 5
7	can assure my students that adult education graduates at post-secondary institutions, on average, perform equal to traditional high school graduates in the number of credits earned and GPA'S	1 2 3 4 5
8	am working to find more ways to empower students in my classroom	1 2 3 4 5

9	have a better understanding of the information kept on student records under the guidelines of the Family Educational Rights and Privacy Act of 1974	1 2 3 4 5
10	am more careful to ensure the privacy of student record information that I must maintain	1 2 3 4 5
11	have identified new ways to solve problems commonly encountered by part-time instructors	1 2 3 4 5
12	am more aware of the resources I can access at my institution to provide support for my students	1 2 3 4 5
13	am more knowledgeable about what principles and theories should be applied to the adult education classroom	1 2 3 4 5
14	appreciate the paradigm shift that professional development facilitates	1 2 3 4 5
15	see myself incorporating that paradigm shift in the instructional planning and interactions I have with my students	1 2 3 4 5

Please respond to the following statements:

1 I found the material most relevant to my classroom work was the information on

_____

_____

2 Because I understand the adult learner more clearly, I find that I am approaching my students in the new ways identified below

_____

3 Additional comments

_____

_____

QUALITY PROFESSIONAL DEVELOPMENT PROJECT

STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

DIRECTIONS:

Please use the following scale to rate your instructor:
(Circle the number that matches your opinion.)

5 = STRONGLY AGREE
4 = AGREE
3 = DON'T KNOW
2 = DISAGREE
1 = STRONGLY DISAGREE

1	My instructor explained what was expected of me in the classroom	5	4	3	2	1
2	My instructor presents the subject matter in a way that I can easily understand	5	4	3	2	1
3	My instructor knows me and how I learn	5	4	3	2	1
4	My instructor is open to questions or comments from students	5	4	3	2	1
5	My instructor makes time to work directly with me when I need it	5	4	3	2	1
6	My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials	5	4	3	2	1
7	My instructor provides feedback on all my work quickly enough to benefit me	5	4	3	2	1
8	My instructor seems to respect me as a person	5	4	3	2	1
9	My instructor encourages me to succeed	5	4	3	2	1
10	I would recommend this instructor to another student	5	4	3	2	1

COMMENTS: _____